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ABSTRACT

This list of year-by-year statements has been drawn together from England's National Literacy Strategy Framework for Teaching, with a particular focus on reading. The statements also take into account the stages set out in "Progression in Phonics" and the criteria for assessing reading in National Curriculum assessment at Years 2 and 6. It sets out an illustrative set of targets for each year from Reception Year to Year 6 in different aspects of reading. The targets focus on the key aspects of reading that need to be addressed to raise standards. The statements are intended as a practical guide for headteachers and literacy coordinators in steering and monitoring the teaching of reading. (NKA)

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Illustrative target statements for reading

This list of year-by-year statements has been drawn together from the NLS *Framework for teaching* with a particular focus on reading. The statements also take account of the stages set out in *Progression in phonics* and the criteria for assessing reading in National Curriculum assessment at Years 2 and 6. The statements illustrate key aspects of reading that need to be addressed to raise standards. They are intended as a practical guide for headteachers and literacy coordinators in steering and monitoring the teaching of reading. They should be used selectively in relation to the needs and context of each school in any of the following ways:

- to audit writing achievement in each year group;
- to set curricular targets for year groups and learning targets for children;
- as a steer for teachers' planning;
- to help focus teaching on key elements of writing;
- as criteria for monitoring teaching and learning.

Although these statements summarise the objectives in the NLS *Framework* they are not a substitute for it; teachers should still plan from it and teach to the *Framework* objectives.

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DEFINITIONS FOR READING TARGETS

Word recognition and phonic knowledge	• Sight reading • Knowledge of how letters represent sounds and ability to blend • Knowledge of how words are structured
Grammatical awareness	• Language features and sentence structures in texts • How sentences work in text • Difference between spoken and written forms • Recognition of punctuation and its effects • Reading fluently with attention to punctuation
Use of context	• Applying knowledge of the structure and form of texts to predict ideas and events within a text • Bringing prior knowledge to the text to aid understanding
Knowing how texts work	• Understanding of text layout, organisation and structure • Recognising different text types and their characteristics
Interpretation and response ***Literary text*** ***Non-fiction***	• Interpretation and understanding of texts including the ability to infer, deduce, evaluate, ideas and themes presented in texts • Applying appropriate skills to the reading of fiction, non-fiction and poetry
Attitude	• The development of the children's sense of themselves as readers • Making independent choices and developing individual tastes • Making informed judgements about texts to use for research or to read for pleasure

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YEAR RECEPTION

Word recognition and phonic knowledge	• Read, on sight, words for YR from Appendix list 1 in the NLS *Framework* and other familiar and important words • Blend phonemes to read CVC words • Use phonic knowledge to attempt unknown words
Grammatical awareness	• Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading
Use of context	• Expect written text to make sense • Use the meaning of simple stories to support predictions
Knowing how texts work	• Identify the patterns and structures of rhyme and patterned text when retelling and reciting • Understand, and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line • Track the text in the correct order: page by page, left to right, top to bottom • Make 1-1 correspondence between written and spoken words
Interpretation and response ***Literary text***	• Talk about stories and other text identifying major points and key themes • Understand the structure of a simple story and use when re-enacting and retelling
Non-fiction	• Locate and read significant parts of a recount and identify the main points in correct sequence
Attitude	• Return to favourite books, songs, rhymes to be re-read and enjoyed

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YEAR 1

As for Year R and:

Word recognition and phonic knowledge	• Read, on sight, words for YR from Appendix list 1 in the NLS *Framework* and other familiar and important words • Blend phonemes to read words containing consonant clusters and long vowel phonemes
Grammatical awareness	• Use awareness of the grammar of a sentence to help to decipher new or unfamiliar words • Read familiar texts aloud with fluency and expression appropriate to the grammar, e.g. pausing at full stops and raising voice at questions
Use of context	• Use an understanding of incidents, characters and settings to make predictions • Begin to use awareness of character and dialogue to read with expression • Use an understanding of the structure of recounts, reports and instructions to make predictions
Knowing how texts work	• Understand difference between fiction and non-fiction, and make predictions based on title, cover, blurb, etc. • Recognise ways to create emphasis in text, e.g. capitalisation, bold print • Understand how simple diagrams and charts add information
Interpretation and response ***Literary text***	• Identify and discuss the main events or key points in a text • Relate story setting and incidents to own experience • Compare stories, identifying common themes, characters and contribute to discussions
Non-fiction	• Locate specific information in the text to find answers to simple questions
Attitude	• Sustain independent reading to complete texts at appropriate level • Make choices from a selection of texts and begin to justify preferences

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YEAR 2

As for Year 1 and:

Word recognition and phonic knowledge	• Read, on sight, words for YR from Appendix list 1 in the NLS *Framework* and other familiar and important words • Recognise the full range of vowel digraphs and trigraphs • Identify syllables in order to read polysyllabic words • Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context
Grammatical awareness	• Read aloud with intonation and expression, taking account of the punctuation, e.g. speech marks and exclamation marks
Use of context	• Make predictions using experience of reading books written by the same author or based on similar themes • Use an understanding of the structures of non-chronological reports and explanations to make predictions
Knowing how texts work	• Make comparisons between books noting similarities and difference, e.g. layout, theme, characters, settings • Understand how to use alphabetically ordered texts to retrieve information • Gain an overall impression of a text by making predictions about content/subject of a book by skim-reading, title, contents, illustrations
Interpretation and response	• Go beyond own experience or general impression and refer to text to explain meaning
Literary text	• Make simple inferences about thoughts and feelings and reasons for actions • Identify key themes and discuss reasons for events in stories • Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere
Non-fiction	• Generate questions before reading and use bibliographic knowledge to help retrieve specific information • Evaluate the usefulness of the information in a particular texts for answering questions
Attitude	• Make choices about which texts to read based on prior reading experience and bibliographic knowledge • Respond to text discussing preference with reference to favourite characters, and books with similar themes

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YEAR 3

As for Year 2 and:

Word recognition and phonic knowledge	• Recognise a range of prefixes and suffixes to construct the meanings of words in context • Recognise the function of the apostrophe for omission and pronounce contracted forms correctly • Recognise the full range of consonant digraphs, e.g. ***kn, wr, ph***
Grammatical awareness	• Read aloud with intonation and expression taking account of punctuation, e.g. commas to mark pauses and grammatical boundaries • Understand how pronouns in 1st, 2nd 3rd person forms are used in sentences and apply this information to maintain understanding when reading • Understand how dialogue is punctuated and laid out and read with appropriate expression
Use of context	• Know how language is used to create effects, e.g. adjectives and adverbs for description and use to create detailed mental images • Use bibliographic knowledge, e.g. indexes to scan texts and locate specific information
Knowing how texts work	• Understand the difference between prose and playscript • Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts • Understand how to use indexes to locate specific information
Interpretation and response ***Literary text***	• Explore underlying themes and ideas, making clear reference to text • When reading aloud show awareness and understanding of the different voices in stories • Discuss the actions of the main characters and justify views using evidence from the text
Non-fiction	• Identify the main point and summarise orally the content of a passage of text • Use notes to summarise the main points from a passage or text • Evaluate the usefulness of information, e.g. follow instructions to see if they work
Attitude	• Sustain silent reading to include longer, more complex texts • Draw on knowledge of authors and types of books they write to inform choices • Read aloud confidently to an audience, e.g. playscript, a performance poem or favourite passage from a selected text

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YEAR 4

As for Year 3 and:

Word recognition and phonic knowledge	• Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context
Grammatical awareness	• Read aloud with intonation and expression taking account of punctuation, e.g. commas, dashes, hyphens • Use knowledge of how commas, connectives and full stops are used to join and separate clauses to maintain fluency and understanding when reading • Apply knowledge of the different uses of the apostrophe to maintain understanding
Use of context	• Understand narrative order and chronology, tracking the passing of time in stories • Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text
Knowing how texts work	• Understand how chapters and paragraphs are used to collect, order and build up ideas • Make use of non-fiction features, e.g. contents to scan, assess for relevance for intended purpose • Identify the features of difference types of text, e.g. newspaper reports, non-chronological reports, explanations, persuasion and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text
Interpretation and response	• Identify and discuss issues locating evidence in the text
Literary text	• Interpret the effect the choice of language has to create moods, build tension, etc. • Identify the use of expressive, descriptive and figurative language in prose and poetry and interpret the effect of the choice of language to create mood, build tension, etc. • Respond critically to issues raised in stories, location evidence in text, and explore alternative courses of action and evaluate the author's solution
Non-fiction	• Prepare for factual research by evaluating what is known and locating relevant source to use • Evaluate specific texts with reference to text types, e.g. is an advert successful at persuading? • Distinguish between fact and opinion and recognise the point of view being presented in a text
Attitude	• Develop different reading styles for different text types, e.g. sustained silent reading for longer fiction and close reading for non-fiction • Describe and review own reading habits • Take part in peer group discussion on books

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YEAR 5

As for Year 4 and:

Word recognition and phonic knowledge	• Use knowledge of word, roots, derivations and spelling patterns to read unknown words • Know how to work out the pronunciation of homophones using the context of the sentence
Grammatical awareness	• In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentence and between paragraphs • Understand how complex sentence are constructed and punctuated and use this to deepen understanding when reading
Use of context	• Understand how stories may very, e.g. in pace, build up, sequence, complication and resolution • Use bibliographical knowledge of fiction and non-fiction genres to make and confirm predictions of either structure/content or whilst reading
Knowing how texts work	• Identify features of different fiction genres, e.g. science fiction, adventure, myths, legends • Know structures and grammatical features of a range of non-fiction text types, e.g. explanations, recounts, persuasion • Make use of features that enable the reader to locate specific information, e.g. contents, sections, headings
Interpretation and response	• Infer meanings and critically evaluate text using a broad range of information and experience
Literary text	• Identify the point of view from which a story is told and respond to this by, e.g. retelling from a different point of view • Understand the difference between literal and figurative language, e.g. by discussing the effects of imagery in poetry and prose • Recognise how characters are presented in different ways and respond to this with reference to the text • Infer meaning with reference to text but also applying wider experience, e.g. why a character is behaving in a particular way
Non-fiction	• Locate information confidently and efficiently by using appropriate skills, e.g. skimming, scanning text marking, using ICT resources • Evaluate texts critically by comparing how different sources treat the same information
Attitude	• Develop an active response to own reading, e.g. by empathising with characters, imagining events • Use the blurb, front cover, reviews, etc., to make informed decisions about which books to read • Take part in peer group discussions and be prepared to widen reading experience based on recommendation

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YEAR 6

As for Year 5 and:

Word recognition and phonic knowledge	• Use knowledge of word derivations and word formation, e.g. prefixes, acronyms and letter omission, to construct the meaning of words in context
Grammatical awareness	• Apply grammatical knowledge when re-reading complex sentences with appropriate phrasing and intonation • Read fluently, understanding and using more sophisticated punctuation marks: colon, semi-colon, parenthetic commas, dashes, brackets • Understand the use of connectives as signposts to indicate a change of tone, voice, opinion – apply this to maintain understanding when reading specific types of text
Use of context	• Identify the correct language conventions and features of different text types to sustain understanding when reading extended texts or from a range of sources • Use bibliographical knowledge of non-fiction text types
Knowing how texts work	• Identify and describe the styles of individual writers and poets • Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading
Interpretation and response	• Distinguish between implicit and explicit points of view • Comment on the success of texts and writers in evoking particular responses in the reader
Literary text	• Analyse how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and deduction and making reference to the text • Comment critically on the overall impact of poetry or prose with reference to, e.g. use of language, development of themes
Non-fiction	• Secure the skills of skimming, scanning and efficient reading so that research is fast and effective • Appraise a text quickly and effectively and evaluate its value
Attitude	• Declare personal preferences for writers and types of text • Decide on the quality/usefulness of a text by skim-reading to gain an overall impression using bibliographical knowledge • Articulate personal response to literature identifying how and why the text affects the reader

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Summary of the range of work for each term

Year R	Each term
Fiction and poetry	• a wide variety of traditional, nursery and modern rhymes, chants, action verse, poetry and stories with predictable structures and patterned language
Non-fiction	• simple non-fiction texts, including recounts

Year 1	Term 1	Term 2	Term 3
Fiction and poetry	• stories with familiar settings • stories and rhymes with predictable and repetitive patterns	• traditional stories and rhymes • fairy stories • stories and poems with familiar predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes • plays	• stories about fantasy worlds • poems with patterned and predictable structures • a variety of poems on similar themes
Non-fiction	• signs, labels, captions, lists, instructions	• Information texts, including non-chronological reports • Simple dictionaries	• Information texts including recounts of observations, visits, events

Year 2	Term 1	Term 2	Term 3
Fiction and poetry	• stories and a variety of poems with familiar settings	• traditional stories; stories and poems from other cultures • stories and poems with predictable and patterned language • poems by significant children's poets	• extended stories • stories by significant children's authors • different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories
Non-fiction	• instructions	• Dictionaries, glossaries, indexes and other alphabetically ordered texts • explanations	• information texts including non-chronological reports

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Year 3	Term 1	Term 2	Term 3
Fiction and poetry	• stories with familiar settings • plays • poems based on observation and the senses • shape poems	• myths, legends, fables, parables • traditional stories, stories with related themes • oral performance poetry from different cultures	• adventure and mystery stories • stories by the same author • humorous poetry and poetry that play with language, word puzzles, puns, riddles
Non-fiction	• information texts on topics of interest • non-chronological reports • thesauruses, dictionaries	• instructions • dictionaries without illustrations, thesauruses	• letters written for a range of purposes: to recount, explain, enquire, congratulate, complain • alphabetical texts, directories, encyclopaedias, indexes

Year 4	Term 1	Term 2	Term 3
Fiction and poetry	• historical stories and short novels • playscripts • poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints	• stories/novels about imagined worlds: sci-fi, fantasy adventures • stories in series • classic and modern poetry, including poems from different cultures and times	• stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice • stories by the same author • stories from other cultures • range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse
Non-fiction	• a range of text-types from reports and articles in newspapers and magazines • instructions	• information texts in same or similar themes • explanations	• persuasive writing: adverts, circulars, flyers • discussion texts: debates, editorials • information texts linked to other curricular areas

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Year 5	Term 1	Term 2	Term 3
Fiction and poetry	• novels, stories and poems by significant children's writers • playscripts • concrete poetry	• traditional stories, myths, legends, fables from a range of cultures • longer classic poetry, including narrative poetry	• novels, stories and poems from a variety of cultures and traditions • choral and performance poetry
Non-fiction	• recounts of events, activities, visits; observational records, news reports • instructional texts: rules, recipes, directions, instructions, showing how things are done	• non-chronological reports (i.e. to describe and classify) • explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to fond a percentage, the rain cycle	• persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain • dictionaries, thesauruses, including IT sources

Year 6	Term 1	Term 2	Term 3
Fiction and poetry	• classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play • adaptations of classics on film/TV	• longer-established stories and novels selected from more than one genre, e.g. mystery, humour, sci-fi., historical, fantasy worlds • range of poetic forms, e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse	• comparison of work by significant children's author(s) and poet(s): (a) by same author; (b) different authors' treatment of same theme(s)
Non-fiction	• autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events • journalistic writing • non-chronological reports	• discussion texts • formal writing: notices, public information documents, etc.	• explanations linked to work from other subjects • non-chronological reports linked to work from other subjects • use of reference texts, range of dictionaries, thesauruses, including IT sources

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